Kansas City Public Schools

Pre-K Programs

KANSAS CITY PUBLIC SCHOOLS

Department of Early Learning

Staff Handbook

Revised June 2025

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Pre-K Program Contact Info & Location

Pre-K Leadership Team

Director Of Pre-K Programs	**Peyton Snowden**	**psnowden@kcpublicschools.org** Office: 5258 Cell: 816-721-0554
Assistant Director of Pre-K Programs	**Erika Gibbs**	**egibbs@kcpubicschools.org** Office: 5250 Cell: 816-447-1478
Pre-K Programs Specialist	**Aaliyah Williams**	**awilliams7@kcpublicschools.org** Office: 6988 Cell: 816-937-3371
Pre-K Mental Health Consultant	**Jami Evans Arreola**	**jevansarreola@kcpublicschools.org** Office: 2674 Cell: 816-729-3507
Early Learning Program Specialist		Office: Cell:

Pre-K Classroom Locations & Instructors

Pre-K Classroom Locations & Instructors			
School:	**Principal/Location:**	**Room:**	**Phone:**
African Centered Prep. Lower Elem.	**Principal: Claire Thornton-Poke** 6410 Swope Pkwy, KCMO 64132		**418 - 1175**

3 Classrooms (113A, 113B, 115A)		
Primitivo Garcia Elementary	**Principal: Jaqueline Tanner** 1100 E. 17th Street, KCMO 64108	**418-8725**
2 Classrooms (104, 105)		
Garfield Elementary	**Principal: Dr. Lauren Amicone** 436 Prospect Ave., KCMO 64124	**418-3600**
3 Classrooms (101, 114, 116,)		
Hale Cook Elementary	**Principal: Julie Lynch** 7302 Pennsylvania Ave., KCMO 64114	**418-1600**
1 Classroom (111)		
Hartman Elementary	**Principal: Dr. Jesse Kirksey** 8111 Oak Street, KCMO 64114	**418-1750**
2 Classrooms (102, 103)		
James Elementary	**Principal: Marjorie Mayes** 5810 Scarritt, KCMO 64123	**418-3700**
2 Classrooms (101, 103)		
Pitcher Elementary	**Principal: Dr. Luis Hinojosa** 9915 E. 38th Terrace, KCMO 64133	**418-4550**
1 Classroom (101)		
J.A. Rogers Elementary	**Principal: Dr. Blankenship-Johnson** 6400 E. 23rd St, KCMO 64129	**418-4774**
2 Classrooms (M37, M41)		
Trailwoods Elementary	**Principal: Leah Starr** 201 E. 17th Street, KCMO 64126	**418-1700**
2 Classrooms (U12, U13)		
Wheatley Elementary	**Principal: Marlon Edwards** 2415 Agnes Ave, KCMO 64127	**418-4840**
1 Classroom (27)		
Whittier Elementary	**Principal: Dr. Phillena Layne** 1012 Bales Ave, KCMO 64127	**418-3850**

1 Classroom (103)

Staff Policies & Information

Human Resources & Handbooks

It is the responsibility of all KCPS employees to familiarize themselves with these resources as well as to read all relevant KCPS Employee Handbooks and resources on the KCPS Human Resources website.

- KCPS District & Staff Calendar: https://www.kcpublicschools.org/district-calendar
- Human Resources Page - www.kcpublicschools.org/staff-portal/human-resources
  - See KCPS Staff Handbook, KCPS CBAs
  - KCPS Plus APP: KCPS Plus *Payroll forms, handbooks, Employee Assistance Program resources, benefits info*
- KCPS Staff Handbooks: HR PAGE: https://www.kcpublicschools.org/staff-portal
  - Become familiar with these KCPS Admin Policies & Guidelines:
  - KCPS Employee Handbooks: www.kcpublicschools.org/employee-handbook
  - KCPS CBA: www.kcpublicschools.org/staff-portal/human-resources
  - All **Staff Forms & Documents** can be found by signing into the STAFF tab on the KCPS Website "Teachers Lounge" Staff INTRANET: www.kcpublicschools.org/login
    - Username: Use kcps email handle (without the @kcpublicschools.org part)
    - Password: Use kcps email password

Pre-K Program Handbooks

- **KCPS Early Learning:** https://www.kcpublicschools.org/schools/early-learning
- **KCPS Family Handbooks:** www.kcpublicschools.org/schools/early-learning/handbook

Employee Assistance Program

Personal Assistance Service (PAS) is Kansas City Public School's EAP provider. PAS provides a wide array of counseling and life coaching services. PAS is a life event service that helps you and your dependent family members with virtually any life need. It is 100% confidential.

Website: https://www.paseap.com

To register use the organization code: KCPS

Included services (for staff and/or immediate family):

- Counseling - Family, Personal, Relationships
- Lifestyle & Wellness- Weight & Nutrition, Personal Health, Tobacco Cessation, Life & Well-being
- Legal- Legal information, Will Kit

- Financial- Identity theft, Budgeting and debt, Financial planning and information
- Career & Work- Career, Retirement, Continuing Education, Organization & productivity
- Resources & Referral- Child care consultation & referral, Education planning, Elder care coordination

Information Technology Support

- Call IT Help Desk at **(816) 418-HELP**
- Create an Incident IQ Link: https://kcpublicschools.incidentiq.com/login
- SIS Student Information System: Infinite Campus: contact school support person for help

KCPS Policies & Safe Schools

High importance policies are reiterated in Safe Schools *Safe Schools must be completed by October 31
Refer to additional: KCPS Policies & Administrative Guidelines Listings
**Additional school specific policies and procedures can be found in your school-based manual provided by your principa*l. Examples:

Policy GBCB: STAFF CONDUCT
*Staff will adhere to professional conduct expectations.

Policy GBCC: STAFF USE OF COMM. DEVICES
*Cell phone use shall be limited to staff break and lunch only. Refer to
*Communication with families must be done via district phone and/ or Talking Points.
*All communication must be documented in the PLP Log in Infinite Campus.

Policy GBCC: STAFF ABSENCE/ TARDIES *Arrive on time and inform supervisor of need to leave early
Policy GBBD: STAFF LEAVES **Inform supervisor 72 (business hrs) in advance of absence requests.
Your attendance at work is vital to the instructional day for children and for your team members.

Attendance & Leave Requests

- **Sign/Time-In & Out Daily Accurately**
  - Certified Staff Sign in at front office
  - Classified Staff Sign-In & Out Daily using ALIO TIME: https://kcps.erpling.com/ESP/
- **All Leave Requests require four step process and form completion**
  - Requests must be received a minimum of 72 hrs in advance of time requested for time for us to secure a sub (business hours for in-school days).
  - Follow form/process, even if unplanned absence.
  - Communicate absences as far in advance as possible, but no later than two hours before scheduled arrival time, in order for class coverage to be secured.

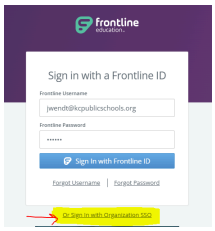
1. **First, place a sub request in KELLY Services via Frontline Kelly Services website**
   a. Obtain your Sub Confirmation # for the PTO request form

2. **Email this PTO Request for Time Off Form** to:
    a. RequestTimeOff@kcpublicschools.org *(Pre-K Leadership)*
    b. Include Your Principal and Vice Principal & Bookkeeper (Building Admins)
    c. *In the body of the email, Include date (time detail) & Kelly Sub Request Confirmation #*
3. **After PTO FORM** emailed:
    a. PTO form signed by Early Learning Admin (approved/denied)
    b. Early Learning Admin will return signed PTO form, reply ALL *(to Early Learning, all Building Admins, Bookkeeper, Secretary, Requestor)*
4. **REPLY ALL with your SUB COVERAGE STATUS/*** confirm*
    a. **Early Learning** confirms of ECE SUB or Program Sub coverage status
    b. **Building Administrators** confirm of 'Building SUB' coverage status
    c. **Pre-K Requesting Staff** confirms of KELLY SUB coverage status

Planned or Unplanned Absences

If an employee fails to follow the district process for requesting time-off it may result in disciplinary action as stated in the district handbook.
Examples: The employee does not first obtain permission to be absent from the appropriate supervisor when required to do so, pattern of lack of adequate notice provided, more than three unexcused absences in one month/quarter. The employee does not provide the district complete and accurate information about the absence, does not respond to requests for information, or does not provide documentation related to the absence as requested or required.

Frontline Entry for Sub Requests

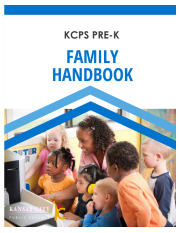


How to reserve a Substitute in Frontline

1. **Click Here: Frontline Kelly Services**
2. **Sign in** with KCPS Single Sign On (SSO)- same as laptop

Training Video Link: https://vimeo.com/201317649/381a5ac625

Pre-K Program & Staff Hours & Calendar



- KCPS Neighborhood Pre-K Program follows the KCPS District Calendar
  Click Here: https://www.kcpublicschools.org/district-calendar
- REVIEW Pre-K Family Handbook on Early Learning Website:
  Click Here: www.kcpublicschools.org/schools/early-learning/handbook

KCPS Elementary School Bell Times

African-Centered College Prep* 9:15 am to 4:15 pm 6410 Swope Parkway, KCMO 64132	**Border Star Montessori*** 8:20 am to 3:20 pm 321 Wornall Road, KCMO 64113
Garfield Elementary 8:20 am to 3:20 pm 436 Prospect Ave, KCMO 64124	**Hale Cook Elementary** 9:15 am to 4:15 pm 7302 Pennsylvania Avenue, KCMO 64114
Hartman Elementary 8:20 am to 3:20 pm 8111 Oak Street, KCMO 64114	**Harold Holliday Montessori*** 8:20 am to 3:20 pm 7227 Jackson Avenue, KCMO 64132
JA Rogers Elementary 9:15 am to 4:15 pm 6400 E. 23rd Street, KCMO 64129	**James Elementary** 8:20 am to 3:20 pm 5810 Scarritt Ave, KCMO 64123
Pitcher Elementary 8:20am to 3:20 pm 9915 E 38th Terrace, KCMO 64133	**Primitivo Garcia Elementary** 8:20 am to 3:20 pm 1000 W 17th St KCMO 64108
Trailwoods Elementary 8:20 am to 3:20 pm 201 E. 17th Street KCMO 64126	**Wheatley Elementary** 9:15 am to 4:15 pm 2415 Agnes Ave, KCMO 64127
Whittier Elementary 8:20 am to 3:20 pm 1012 Bales Ave, KCMO 64127	***Pre-K specific drop off times vary. See your child's teacher for the drop off times for your location.**

Pre-K Staff Hours

Certified Pre-K Teachers

- Certified Teachers are to work 25 mins prior to the start of school.

- Certified Teachers are to receive a 25 minute prep-time prior to the start of school, a duty free 30 minute lunch break, and duty-free 50- minute planning period.

Classified Pre-K Instructional Support Assistants

- Classified Assistants are to work 60 mins prior to start and 30 minutes after arrival & dismissal or 8.5 hours total (40 hour work week).
    - 7:00-3:30
    - 7:30-4:00
    - 8:00-4:30
    - 8:15-4:45
- Classified Assistants receive two 15 min breaks and a duty free 30 minute lunch break.
- *Schedule based on program need

Pre-K Instructional Expectations for Best Practice

Pre-K HUB

Link: https://sites.google.com/kcpublicschools.org/pre-k-programs-hub/home

Pre-K Professional Learning

Sign up at link: Frontline Professional Growth: MLP My Learning Plan
Contact Becky Nace, Director of Professional Learning for username & login bnace@kcpublicschools.org

Professional Learning Dates

October 3rd, 2025
November 7th, 2025
January 5th, 2026
February 13th, 2026
April 10th, 2026

Curriculum Resources

It is expected that all preschool classrooms utilize the following curriculum program resources.

- Missouri State Standards, NAEYC, CLASS, DECA, Conscious Discipline, Creative Curriculum, Project Approach (Constructivist/play-based etc), DRDP, Brigance…..etc

Lesson Planning

- **Lesson Plans-** Submit via Pre-K Hub "Pre-K Lesson Plans 25-26" Monday by 9AM of the current week.
  Click Here: Pre-K Portfolio Policy
  Click Here: Lesson Plan Policy
  Click Here: Classroom Lesson Plan Link
- **Teachers must use the lesson plan below or Creative Cloud** to develop detailed lesson plans.
  Click Here: CC Lesson Plan Template

Creative Curriculum

- Creative Curriculum
  - Click here: Creative Curriculum for Preschool
  - Click Here: Teaching Strategies.com
  - Click Here: **Login to the Creative Cloud**
  - Click Here: Early Learning Scope & Sequence
  - Click Here: Creative Curriculum "First 6 Weeks" also aligned w/Conscious Discipline SEL

Social-Emotional Learning

Social Emotional Curriculum Non-negotiables

- **A Brain Start Smart** is required and should happen everyday. The meeting should be about 10 to 15 minutes maximum. These are quick activities.
  - Greeting
  - Unite Activity
  - Connect Activity (Wish Well Board & Song)
  - Disengage Stress / Breathing Techniques
  - Commitment
- Classroom Jobs
- Safe Place (called the safe place)

Conscious Discipline & KCPS SEL Philosophy

The purpose of the Pre-K program at KCPS is to prepare Kansas City's youngest learners for lifelong success by helping them build invaluable social-emotional skills such as self-regulation, critical thinking, and a willingness to learn through a sense of safety, connection, and belonging. We remember that these are young children with fewer life experiences who need time to explore their world, build trust with other children and adults, and build community with each other in a playful environment.

Conscious Discipline is our trauma-informed and researched-based social-emotional curriculum. It empowers our teachers to be conscious of brain-body connections in themselves and in children and provides us with the practical skills we need to manage our thoughts, feelings, and actions. With this ability to self-regulate, we are then able to teach children to do the same. Connection with others is the

construct that literally wires the brain for impulse control. Disconnected children are disruptive and prone to aggressive, shutting down, or bullying behaviors. Conscious Discipline uses connections to encourage impulse control while teaching self-regulation skills in context.

We do not ***expel*** children from our Pre-Kindergarten programs. "Expulsions and suspensions in early childhood education both threaten the development of these positive relationships and are a result of the lack of positive relationships between educators, families, and children. Expelling preschoolers is not an intervention. Rather, it disrupts the learning process...continuing a negative cycle of revolving doors that increases inequality and hides the child and family from access to meaningful supports." - NAEYC joint statement on Suspension and Expulsion in Early Childhood. Full statement here.

Strategies and interventions used in the classroom prior to referrals are from the Conscious Discipline social-emotional learning curriculum and will be implemented on an individual, as-needed basis in collaboration with the Mental Health Consultant.

***If a child's behavior escalates to the level that a building administrator must intervene or the child has to leave the room, the incident must be documented in Infinite Campus as a Behavior Referral.**

- **(Pre-K) KCPS Code of Conduct: https://www.kcpublicschools.org/families/code-of-conduct**

Mandated Reporting Policies

- **Children's Division Hotline: 1-800-392-3738** for imminent threats/emergencies. For non-emergencies (mandated reporting) use the **MO Online Child Abuse reporting form.** Follow the online instructions to determine what is imminent. **MO Mandated Reporters Info**
- **KCPS Child Abuse Reporting Process:** After the Hotline call/online report is made you ***must*** complete the **KCPS Child Abuse Reporting Form** including emailing the form to **hotline@kcpublicschools.org. *If a hotline is made, include the Pre-K Mental Health Consultant on the email***
- If a teacher would like help or assistance making a hotline please contact Pre-K Admin or the Mental Health Consultant

Language & Literacy Services

- **KCPS Interpretation and Translation Standard Operating Procedures**
- Cyracom Language Line (formerly Voiance) - Access a live interpreter on the phone
- TalkingPoints - TalkingPoints allows teachers and schools to communicate with families across language barriers. The platform translates messages back and forth into over 100 languages. Learn more HERE.

DAP: Developmentally Appropriate Education

- **Classroom environments and teaching** are routinely observed using the KCPS Look. Please see **The LOOK** here.

- **'Calendar Time' Morning Meeting is not developmentally appropriate and should not be a part of the learning day**. There is a significant body of research that indicates temporal time concepts like days, weeks, and months are meaningless to children until around first grade. Instead, display a picture schedule of the day and go over it each morning. You can use the schedule to teach the concepts of before, after, later, and now which are time concepts that preschool children are ready for (sequencing and ordinal counting).

- **Worksheets are not developmentally appropriate.** A worksheet includes anything that can be made on a copier machine. These types of materials are never appropriate for prekindergarten scholars.

- **The classroom environment must be developmentally appropriate for preschool children.** The classroom is organized into well defined Interest Areas which are attractive, labeled, available as a choice daily, and supplied with an adequate amount of developmentally appropriate materials. The classroom is comfortable and attractive. It is organized to support learning and encourage children to work independently/with peers in self-selected activities. All areas have adequate space. Furniture is used to enclose areas and eliminate wide open spaces. Furnishing and materials are changed to maintain interest and encourage new learning. Materials for children's use are stored on low, open shelves where children can reach them.

- **The classroom environment clearly reflects the current study or project,** which is easily identifiable and filled with materials relevant to the project at hand.

- **Children's work is displayed attractively, respectfully, and at the children's eye level.** Work on display should be aligned to integrated standards, developmentally appropriate, and current (no older than 6 weeks).

- **Donors Choose:** Apply for grants via Donors Choose.org Get crayons, books, cleaning supplies, technology, and more to help students get back to learning.

Pre-K Educational Technology Videos

- The National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center state that "Technology and interactive media are tools that can promote effective learning and development when they are used intentionally by early childhood educators,

within the framework of developmentally appropriate practice" (NAEYC 2009a).

- Technology such as the classroom IPAD should be used for investigative purposes and documentation. Teachers should use print and books for resources instead of educational videos. One Screens should not be used throughout the school day as an aid for teaching or instruction. Hands-on learning should be occurring instead of the use of technology.
- Link To: Media Use Guidelines: Preschoolers

Pre-K Sample Schedule

A Daily Schedule is used to help scholars communicate and/or demonstrates awareness about past and future events and relates them to present activity. This provides a sense of security and control over their daily activities. A schedule also aids in establishing a routine for scholars which lends itself to a calm and productive environment. A pictured Daily Schedule is posted in each classroom.
NOTE: The classroom Daily Routine will provide these activities (not necessarily in this order).

Visual/pictures schedules must be posted after first week of school, student photos are preferred

***Teachers complete attendance daily (See school secretary for times)**

*Before School: Room Opening Procedures *see link here*

9:00 am- 9:05 am: Handwashing

9:05 am - 9:25 am: Arrival/ Breakfast *(Set up Breakfast cart & return breakfast cart) *clean tables*

9:25 am- 9:30 am: Transition Time/ Handwashing

9:30 am- 10:00 am: Outdoor Learning Time

10:00 am- 10:10 am: Transition Time/Handwashing

10:10 am- 10:30 am: Morning Circle (Whole Group Project work / Brain Smart Start)

10:30 am- 11:00 am: Free Play Centers/ Small group with one teacher (other teacher is taking anecdotal notes in centers for assessments)

11:00 am- 11:10 am: Shared Story Time (Groups of 10)

11:10 am- 11:15 am: Transition Time/ Handwashing

11:15am- 11:45 am: Lunch *(Set up Lunch cart & return Lunch cart) *clean tables*

11:45 am- 12:00 pm: Transition Time/ Handwashing

12:00 pm- 2:00 pm: Resting Time/ Wake Up = Handwashing *(Cots are cleaned and bedding stored separately)*

2:00 pm- 2:15 pm: Afternoon Snack Time *(Set up snack) *clean tables*

2:15 pm- 2:20 pm: Transition Time/ Handwashing

2:20 pm- 2:50 pm: Free Play Centers

2:50 pm- 3:00 pm: Transition Time/ Handwashing

3:00 pm- 3:20 pm: Small Group Circle (Groups of 10)

3:20 pm- 3:30 pm: Transition Time/ Handwashing

3:30 pm- 4:00 pm: Outdoor Learning Time

4:00 pm- 4:05pm: Transition Time/ Handwashing

4:05 pm- 4:15pm: Closing Circle/ Read aloud/ breathing

4:15 pm: Closing Procedures *see link here

**Teachers wash their own hands with soap and running water after toileting or after assisting a child with toileting, before food preparation or serving of food and at other times as needed.

***Teachers guide children to wash their hands before eating, after toileting, and after before transitioning to a new activity.

Additional Sample Schedules

- Link To: Pre-K Sample Schedule - Classroom Coverage with ISA & Floater
  - Link to **Editable ISA & Floater Schedule**
  - Link to **Editable Floater Sub Schedule**
- Link to: **Pre-K Template for Instructional Support Daily Schedule & Tasks**
  - Link to: **Editable ISA template**

Diversity, Equity, and Inclusion:

Pre-K Programs are committed to building a culture of equity that supports the full access and participation of each and every child as outlined in the KCPS Equity Policy 0.0. Inclusion in the classroom means that all children have equitable access to educational opportunities in a learning environment where all students are safe, valued, and respected. It fosters each child's sense of belonging, feeling of being seen and understood for who they are, and their inherent value as a human being. Culturally responsive practices incorporate and affirm unique student experiences and identities to build learning partnerships that engage all students in the learning process. Staff interrogate their own biases and beliefs and actively address stereotypes, prejudices, and discriminatory practices that perpetuate inequity and persistent achievement gaps.

In our increasingly diverse and multicultural society, it's more important than ever for teachers to incorporate culturally responsive instruction in the classroom. Fostering inclusion and awareness around diversity and taking a culturally responsive approach to teaching benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare students to thrive in an exponentially diverse world.

Value of Play

Playing is key to building thriving brains, bodies and social bonds. Research shows play can improve children's abilities to plan, organize, get along with others and regulate emotions. In addition, play helps with language, math and social skills, and even helps children cope with stress. Play is essential to your child's health and development. Play helps build important social-emotional, cognitive, language and self-regulation skills. Learning is best fueled by tapping into a child's natural urge to play, rather than just outside factors like test scores. As they actively engage with and joyfully discover their world, children gain 21st century skills that increasingly call for teamwork and innovation. Play helps to build the safe, stable and nurturing relationships that buffer against toxic stress and build social-emotional resilience. Play is not frivolous: it enhances brain structure and function and promotes executive function (ie, the process of learning, rather than the content), which allow us to pursue goals and ignore distractions. In the presence of childhood adversity, play becomes even more important. Social skills, which are part of playful learning, enable children to listen to directions, pay attention, solve disputes with words, and focus on tasks without constant supervision. Play is not just about having fun but about taking risks, experimenting, and testing boundaries.

- The Power of Play: How Fun and Games Help Children Thrive
- The-Power-of-Play-A-Pediatric-Role-in-Enhancing Development in Young Children
  Pediatrics (2018) 142 (3): e20182058

ECSE: Early Childhood Special Ed

The Office of Early Childhood Special Education is part of the Department of Special Education and is responsible for serving students ages 3-5 (not Kindergarten eligible) who meet the eligibility criteria to be identified with a disability under the Individuals with Disability Education Act (IDEA) and Missouri State Plan.

- Early Childhood Special Education office 816-418-5292
  - *Gladstone - 2 classrooms*
  - *Richardson - 4 classrooms*
  - *Woodland - 2 classrooms*
  - *Resource – all Early Learning, Head Start, Montessori, and itinerant locations*

Special Education Referrals:

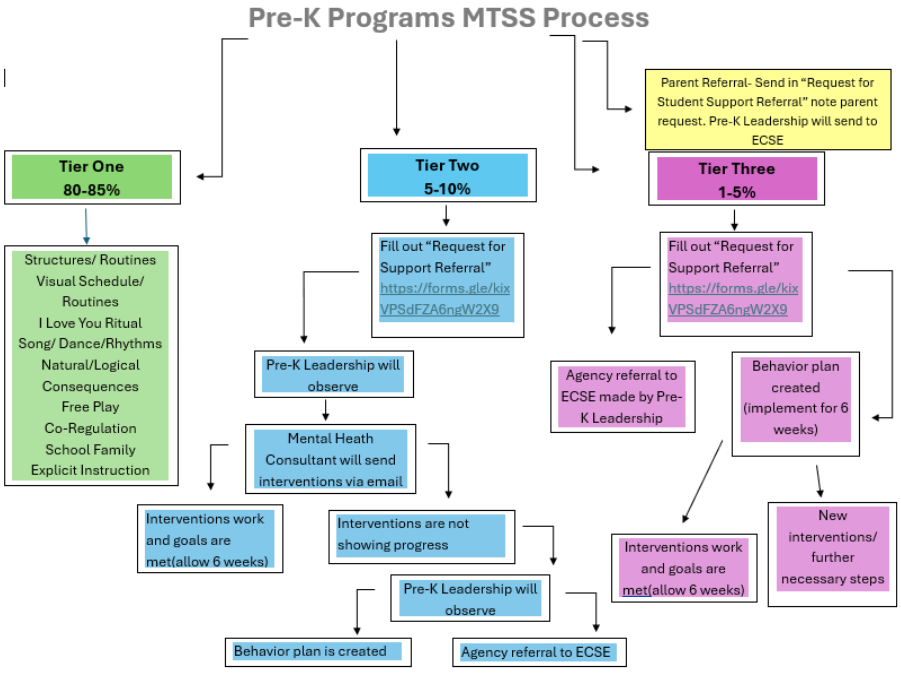
All special education referrals will go through Pre-K leadership. Teachers will submit concerns to this form Request for Support Form. If a parent asks for an evaluation for their child, you must complete this form the same day. We have 30 days as an agency to determine if we will evaluate. Note* Educators are not able to suggest testing in any sort of way to parents, but if concerns are brought up we can ask them if they are wanting to be considered for further evaluation with early childhood sped.

MTSS (Multi-Tiered Systems of Support)

The primary purpose of the Multi-Tiered System of Supports (MTSS) is to ensure that all students receive the support they need to be successful in school, both academically and behaviorally. This is achieved through a tiered system of interventions that are increasingly intensive, with the goal of providing preventative and responsive support to meet individual student needs.

Early Identification:
MTSS aims to identify students who are struggling early on, before they fall further behind.

Tiered Interventions:
Students are provided with varying levels of support based on their individual needs, with more intensive interventions available for those who require them.



Data-Driven Decision Making:
MTSS relies on data to inform decisions about which interventions are most effective and to monitor student progress.

Prevention and Response:
MTSS focuses on both preventing problems from occurring in the first place and responding to those that do arise.

Whole-Child Focus:

MTSS considers the academic, social-emotional, and behavioral needs of students.

Equity and Inclusion:

MTSS is designed to ensure that all students, regardless of their background or learning differences, have access to the support they need to succeed.

Pre-K Assessment

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1. **DECA-** The Devereux Early Childhood Assessment (DECA) program includes assessments and strategy guides for use in the classroom and home to promote resilience and healthy social and emotional development in children ages 3 through 5. The DECA-P2 assessment is a nationally standardized behavior rating scale that evaluates three within-child protective factors: Initiative, Self-Regulation, and Attachment/Relationships, and includes a screener for behavioral concerns. The three protective factors and behavior concerns are identified as either a Strength, Typical or a Need for each child.

Teachers will complete two assessment ratings for each child annually: an initial rating after the student's first four weeks in class and an end of year rating in April. Assessment ratings are entered in an online system that scores, generates reports, and provides strategies to enhance and strengthen each protective factor. The relative strengths and needs of a classroom can also be generated.

DECA Due Dates:

- ☐ **Initial Rating window: Sept. 22 - Oct. 10**
- ☐ **Final Rating window: April 13 - May 1**

2. **DRDP - Desired Results Developmental Profile -2015**
   Complete during three rating periods per year over time - like an online portfolio. Teachers are to print a copy of the Student's portfolio at the end of each rating period. Teachers are to place 1 in the student's file, and 1 for the parents/guardians during conferences. ***Pre-K Admin will monitor Learning Genie weekly for updated student notes and documentation***

DRDP Learning Genie Due Dates:

- ☐ **(FALL) October 24th, 2025**
- ☐ **(WINTER) February 6th, 2026**
- ☐ **(SPRING) May 15th, 2026**

**DRDP Learning Genie: Learning Genie log-in

- DRDP 2015 Preschool Comprehensive View Assessment Tool

- DRDP 2015 Comprehensive Measures at-a-Glance
- DRDP Crosswalk - Missouri Early Learning Standards

DRDP: Learning Genie Online Portfolio & Rating Tool for DRDP

- Learning Genie: How To Start for Teachers
- Learning Genie: How To Start for Parents
- Learning Genie log-in
- Learning Genie: Your Friendly Tool for DRDP 2015 Assessment
- Portfolio Training
- Informational Videos from Learning Genie YouTube
    - How to Rate Measures
    - How to Create Group Observation
    - How to View Past Assessment Data

    How to Generate a Past Assessment PDF

    How to Generate a Portfolio PDF

Learning Genie App for iPad Informational Videos:

How to Add a Single Rating

How to Add a Group Observation

How to Individualize a Group Observation

Classroom Guidelines

Pre-K Attendance

Student success is directly related to regular and punctual attendance. Children build connection and develop a sense of safety through the routines built within the daily schedules in KCPS Pre-K classrooms. KCPS AND State regulations require children to maintain a minimum average daily attendance of 90%. *Failure to maintain regular attendance may result in removal from Early Learning Pre-K programs.*

- Parents are required to phone the school to report illness or absence.
- A child is tardy when they arrive after the school start time. All tardy children will need to obtain a pass from the school office and present it to the classroom teacher for admittance. *Tardies totaling five (5) or more days in any one-month period may result in the withdrawal of a child from program participation. Frequent tardiness over a longer period may also result in dismissal from the program.*
- Late pick-up presents problems for the student as well as the teaching staff. Late pick-ups totaling (5) five or more days in one month may result in the withdrawal of a child from program participation. F*requent tardiness over a longer period may also result in dismissal from the program. Additionally, KCPS assesses late fees for the care of children whose parents pick up after the end of the Pre-K educational day. Late fees are $1.00 for every minute (per child) past the close time of the school day. In cases*

where children are not picked up and parents or emergency contacts cannot be reached, local law enforcement officials and/or Missouri Department of Social Services may be contacted. Continued late pick-ups may result in withdrawal from Early Childhood Education programs.

- **Late Fees: Schools cannot accept Pre-K late pickup fees on site, as late pick-up fees will be incurred in the Infinite Campus fee system. Payment will not be accepted on site.**
  Late Fees: Late fees must be paid by Friday of the following week the late payment slip was received. If you have questions about these payments please contact the Early Learning Office at (816) 418- 6988.

Attendance Procedures From Pre-K Leadership

Tier 1: P**hone/TalkingPoints communication with Pre-K Leadership**

After a student has dropped below 90% attendance, the Pre-K Department will reach out to the family via TalkingPoints or phone call letting them know their child has fallen below 90% and discussing ways to improve attendance

Tier 2: **Attendance Notice Letter**

After the initial warning, if attendance drops below 80%, the family will be sent an attendance letter by the Director of Pre-K Programs. This letter will have to be signed and returned, with the parent acknowledging that attendance must be improved. A plan will be created to ensure attendance improvement. The family will have two weeks to improve attendance percentage

Tier 3: Dismissal from Program

After two warnings and if a students attendance drops below 70%, or if the family has failed to improve attendance as specified above, the parent will be sent notice of their child's dismissal from the Pre-K Program, with a last date of attendance, by email, which will be followed up by a phone call to ensure the parent received it and are made aware that their child will not be able to return the following week. When a child is dismissed, they will be unenrolled from the school site by the Office of Early Learning. If there are concerns about enrollment, school sites should contact the Pre-K Programs Specialist.

Attendance Procedures from Classroom Teachers

Teachers take attendance daily. If a student has not arrived within one hour of school start time, teachers must call or send a Talking Points message to ensure the safety of the student. The message could be say " We are missing _____ today, we wanted to check to make sure everything is okay. Is there a reason they are out today? We are excited to have him/her back with our classroom family tomorrow."

Pre-K Student Arrival/ Departure & Authorized Release

Children's safety is very important to us. Upon arrival a **parent/ guardian and/or approved adult** (16 or older) must park in the designated location and follow the school location's arrival

and dismissal procedure. The authorized person picking up MUST walk their child/children to the designated location and sign in and then at pick up sign out, the child/children in the Sign in/out Binder for the classroom. Details on the school location arrival procedure will be provided at the time of enrollment. If children are in another location in the building, the adult must sign them in and/or out prior to taking them from the program.

Children may not be dropped off before the Pre-K educational day start time and must be picked up by program closing time. At the end of the program day, an adult must sign the child out. Failure to do this may result in losing the privilege of enrollment in the KCPS Early Learning Pre-K program.

The online enrollment application contains written authorization provided by the parent or legal guardian with the name, address, and phone number of those persons approved to take the child from the school. In order to ensure the safety of children enrolled, parents are required to notify the school and program staff when contact information changes. Children cannot be released to persons not listed on the KCPS application.

Children may only exit the school with a parent/guardian or other designated adult. *NOTE: By law, either parent named on the child's birth certificate is permitted to pick up the child unless KCPS has on file a legal court document stating otherwise.* Persons other than the parent picking up the child must present photo identification. Children will not be released to an adult not on the approved list without prior arrangement and photo identification.

The person responsible for signing out a child must be sixteen (16) years old and have photo identification. *Child Care Licensing and CDC Guidance State Pre-K Parents & Guardians are allowed to walk into the building/escort children to the classroom. *Due to the COVID-19 Pandemic, this procedure is modified to limit the exposure of staff.* When children have not been picked up at the close of program hours and the family or emergency contacts cannot be reached, a child abandonment report will be made to local law enforcement officials and/or the Children's Division (CD).

Pre-K Required Forms

The teachers are responsible for completing each of the following forms throughout the school year.
*See HUB for Forms: Link: https://sites.google.com/kcpublicschools.org/pre-k-programs-hub/home

1. **Child Attendance Record by Family Unit-** This form is the child sign in/out sheet. Parents/ guardians are required to fill out daily when they drop off and pick up their child.
2. **Monthly Attendance-** This form is to keep daily track of who is attending the program for the day and month.
3. **Snack Sheets-** This form is to keep track of who is having afternoon snacks during the program.
4. **Emergency Update-** This form is to be completed by the parents/guardians of the student. This form is to be placed in the Emergency Folder and in the student's file.

5. **Photo/ Videotape Release Form-** This form is to be completed by the parents/guardians of the students. This form is to be placed in the Emergency Folder and in the student's file as well. If the parent/guardian does not agree to this photo/ videotape release form then the student is not to have any photo/ videotapes of them.
6. **Fire/ Tornado Drill Record-** This form is to be completed monthly for 1 fire drill and every 3 months for 1 disaster drill.
7. **ECH Inventory-** This form is to be completed at the end of the school year.
8. **End of the School Year Packet-** This form is to be completed at the end of the school year and turned into the ECH Office.
9. **Creative Curriculum Book Check-off List-** This form is to be returned at the end of the school year along with the books of the ELLC Books that you received at the beginning of the school year.
10. **Incident Report-** This form is to be filled out if a student(s) and/or teacher is injured. Please remember not to place the other person's name onto the other person's incident report, use words like "a friend" or "someone." We can not give out information on who was involved in an incident. (One copy goes in the student's file and one copy is given to the parent(s)/ guardian(s).

Pre-K Forms to Turn in Each Month

The teachers are responsible for the following forms to be turned into the ECH at the end of each month. These forms are to be mailed by in-district mail to the ECH.

1. **Child Attendance Record by Family Unit-** This form is the child sign in/out sheet. Parents/ guardians are required to fill out daily when they drop off and pick up their child.
2. **Monthly Attendance-** This form is to keep daily track of who is attending the program for the day and month. (*one copy goes to the cafeteria manager at the end of the month, 1 copy placed in the Teacher's & Teacher's Assistant's Binder, and 1 placed in the classroom container in the file folder labeled Monthly documents)*
3. **Snack Sheets-** This form is to keep track of who is having afternoon snacks during the program. *(one copy goes to the cafeteria manager at the end of the week and one copy goes in the classroom container in the file folder labeled Monthly Documents)*
4. **Late Notice-** This form is when a scholar's parents/guardians are late to picking up their scholars. The teacher is to fill out the form and have the scholar's parents/guardians sign the form. Then the teacher needs to provide 1 copy to the parent/guardian, 1 copy to the ECH Office, 1 copy to the scholar's file.

Field Trips

Field trips: It is important to expand the learning environment beyond the confines of the classroom. Field trips are critical for young children. Each classroom should go on a field trip in the fall and

another one is the spring. **These dates must be shared with and approved by the Pre-K Admin, at a minimum, 45 days prior to the field trip.**

Fill Out Field Trip Request Form Here

It is encouraged that teachers will choose a field trip from the approved list found in the curriculum. However, if the classroom teacher and the ISA have a different idea, it is the teachers' responsibility to notify the Pre-K Program Director or Assistant Director. Keep in mind that it is the hope of the Pre-K Program that field trips will stem out of the learning happening in the class. Preferably, field trips will align with the curriculum and State standards. Further, the teachers and ISAs must collect a field trip permission form from every child. Lastly, the Pre-K Programs Director/ Assistant Director will help arrange bus transportation to and from the field trip. Keep in mind that before transportation can be set, the transportation department needs...

Guest Speakers

PreK classrooms benefit from efforts to learn from people beyond the classroom walls. For this reason, teachers are encouraged to schedule guest speakers and programs throughout the year. Creative Curriculum has guest speakers suggestions for every unit of study. Guest speakers must have been screened by the district.

- KCPL Educator Services Kansas City Public Library Storytellers

Pre-K Parents/Teachers Collaboration/Conferences

We hold Parent-Teachers Conferences. There are two Parent-Teacher Conference this school year. These conferences will occur in October and February. During the conference we provide updated educational outcomes and learning experiences at this time.

Pre-K Birthday Celebrations

Children's birthdays are celebrated in various ways in our classrooms, and we want all children to feel special when celebrating birthdays. **In keeping with our Nutrition Policy, treats that are brought in must be free of all nuts and prepackaged. Please ask your child's teacher for any other allergies.** Parents/guardians are also welcome to celebrate by doing a special activity with the children in honor of their child's birthday or sending goody bags home in other student's backpacks.

Pre-K End of Year Celebration

This celebration may be held for children exiting the Pre-K program. Celebration is limited to activities that allow for parent, child, and staff interaction - not the performance of children.

Examples include a field day or other family-fun activities Individual classrooms may plan celebrations, based on what works best for their classroom and students.

Health & Safety

Nutrition

During Pre-K hours, a snack or light meal is served. ***Children may eat only food provided by the program during program hours, the only exception being birthday snacks.*** Children with a medical dietary diagnosis and the **documented Medical Statement for Students Requiring Special Meals** completed by a medical professional may receive food items appropriate to their dietary needs. Pre-K staff members do not use food as a reward or punishment; eating is not required nor denied based on behavior.

- Students are provided snacks and meals through the school cafeteria only. **The only exception is approved birthday snacks.**
- Families requesting to send a lunch to school need to email Food Services with this Medical Statement Form at cwalters@kcpublicschools.org@kcpublicschools.org
- Food Service Menus: www.schoolnutritionandfitness.com/index.php?sid=2111131702187724&page=menus

Handwashing

Healthy habits practiced daily emphasize habits that help reduce the spread of illness. Adults model proper handwashing with and for children multiple times per day. Adults and children entering the classroom must wash their hands upon entry. Hand washing procedures are on display in each classroom and restroom to assist with proper hand washing processes.

*****Teachers wash their own hands with soap and running water after toileting or after assisting a child with toileting, before food preparation or serving of food and at other times as needed.**

*****Teachers guide children to wash their hands before eating, after toileting, and after before transitioning to a new activity.**

Immunizations

Children enrolled in the Pre-K must be current on all age-required immunizations. In the event of an outbreak or suspected outbreak of a vaccine-preventable disease in the school, unimmunized children are **excluded** from the Pre-K Programs per the KCMO Health Department.

The KCPS Early Childhood Programs require the following:

- Documentation of up-to-date immunizations, an “in progress card” for immunizations, or an “exemption card” is required for entry on the first day of school. Failure to remain on the Missouri Department of Health recommended schedule for immunizations results in the exclusion of your child until the required immunizations are current.

- In the event of an outbreak or suspected outbreak of a vaccine-preventable disease in the facility, unimmunized children are excluded from school following the control measures instituted by the KCMO Health Department.
- Students are required to be self-sufficient when toileting. Pre-K staff and classrooms are not equipped for assisting children wearing diapers or disposable underwear. *Frequent toileting issues over a longer period may result in dismissal from the program by Pre-K Program administration.*
- An afternoon snack is served to all students. Foods served are high in nutrients and low in fat, sugar, and salt. Students are not forced to eat nor denied food for any reason and food is not used as a reward or punishment.
- Children with medical dietary needs are provided snacks as required by appropriate documentation filled out by the student's physician in order to bring outside food. Please have your child's doctor fill out the Medical Statement for Students Requiring Special Meals. Please work with the program staff members in the event of your child's needs.
- To ensure the safety of children and/or staff members who suffer from food allergies, only food provided by the school cafeteria is allowed in the Pre-K Before & After Care classroom. With the exception of meal times, children and staff will drink only water during the school day.

Illness

Children who arrive for the Pre-K Programs with signs of illness are not accepted into care. If children become ill during program hours, Missouri Child Care Licensing regulations require staff to send the student home and may require a note from the child's physician before the child can return to school if the child exhibits any of the following symptoms:

- **Diarrhea**: More than one (1) abnormally loose stool. ***Diarrhea is defined as a watery stool.***
- **Fever:** Have a temperature of over 100° Fahrenheit by mouth or, 99° Fahrenheit under the arm or higher. Children must be fever-free **without medication** for 24 hours before coming back to school.
- **Infected skin patch:** Crusty, bright yellow, dry, or gummy areas of the skin.
- **Pinkeye:** Tears, redness of eyelid lining, irritation, followed by swelling or discharge of pus.
- **Severe Coughing**: Red or blue in the face or makes high-pitched croup or whooping coughing sounds.
- **Sore throat or trouble swallowing**
- **Vomiting:** More than one occurrence within a 24-hour period.
- **Live lice**

Medication

Parents must inform the school nurse of any medications their child is taking or any special

health care needs, which may necessitate specialized care by KCPS staff. Only prescription medication can be administered at school. If a child is on prescription medication, a Medication Administration Consent form and a current copy of an IHCP (Individual Health Care Plan) must be provided to the school nurse before a child is allowed to attend school. Prescription medication will only be administered when the rules for giving medication at school, established by the Board of Education, are followed. If it is necessary for the child to take medication during school hours, parents must follow the process outlined below:

- For any child with health care needs (diagnosed by a physician) which necessitates specialized care by KCPS staff (i.e. asthma, allergies requiring an epi-pen, seizures, ADHD medication), an IHCP (Individual Health Care Plan) must be completed by a physician or professionally qualified individual and provided the school nurse, classroom teacher and the Office of Early Learning.
- Children with chronic health conditions not requiring medications at school must also have an IHCP (Individual Health Care Plan) to keep staff informed of the child's condition in the event any related issues arise.
- A Medication Administration Consent form with dated, written permission of the parent(s) giving school personnel authorized to administer medication must be completed. Forms are available at the school. The top portion of the Medication Administration Consent form must be completed, signed, and dated by the parent/guardian, and the bottom section must be completed, signed, and dated by the physician.

Clothing for Scholars

Each student should have two (2) complete changes of clothing in the classroom in the event of an illness or accidental spill. Staff will call the parent(s) and/or guardian(s) to pick up your student if replacement clothing is not available. Provide replacement clothes the next day after soiled items are sent home.

Safety (Firearms)

The following are not allowed on school property: firearms, pellet or BB guns (loaded or unloaded), darts, bows and arrows, cap pistols, stun guns, paintball guns, or objects manufactured for play as toy guns.

Crisis/ Emergency Plan

KCPS enforces emergency crisis response plans for the following risks: Fire, smoke, tornado, bomb threat, live electrical wires, gas leaks, hazardous material spills, building damage, traffic, or violence.

- No entry, lockdown, restricted movement, or emergency exit procedures will be enforced according to the presented threat. When the building is on lockdown, parents may not enter the building.
- Pre-K staff members will stay at the scene and give basic support until the person designated to handle emergencies arrives (medical or EMS personnel).

- Any severely injured child will NOT be moved unless absolutely necessary for immediate safety following appropriate safety guidelines. Emergency Medical Services (EMS) will be called to arrange for transportation of the injured child, if necessary.
- In the case of an injured child, Pre-K staff will notify the parent/guardian of the emergency as soon as possible to determine the appropriate course of action.
- If the parent/guardian cannot be reached, the parent/guardian-designated emergency contact will be notified.

Severe Weather Closing

Due to severe weather, the school may be unable to open or may start later than the normal start time. Early Childhood Education classes are not held when schools in the Kansas City Public School District are closed due to severe weather. Please listen to major radio and television stations for information regarding school closings. If school is canceled mid-day due to severe weather, parents are asked to pick up their child by the announced program closure time.

KCPS Early Childhood Education programs follow the KCPS District Calendar for scheduled holiday observances and winter, spring, and summer breaks. The calendar is available on the district website at www.kcpublicschools.org or by calling your child's school. Each program may have additional days where school closes to accommodate parent/teacher conferences, home visits, or professional development training. Please refer to your child's individual Pre-K classroom for full calendar details.

Pre-K Alternative Methods of Instruction (AMI) Kits

We have two options for inclement weather

- Snow Day: One option is to have an old-fashioned snow day in which we call off school due to inclement weather. This will be a no school day for students. It will be called a "snow day." We communicate about snow days either the evening before or the morning of the snow day. We communicate via email, text message, phone call, media and social media.

- AMI Snow Day: A second option is to have our Alternative Methods of Instruction (AMI) snow day in which we teach and learn from home. Teachers on those days will check in with students via phone to ensure they are completing the activities found in the AMI packets.

The implementation of a possible AMI Snow Day outside of the classroom benefits all of our students. This option will be used when sufficient notice has been provided and we are able to deploy technology to go home with all students ahead of time.

AMI/ Virtual Schedule

- **8:00-11:00: Teacher(s) will call students to check in and see what help they need**
- **12:00-3:00: Teachers(s) will be on call for students who need assistant with age appropriate packets**

Teachers will call from a google phone number Children who make contact with teacher will account for be in attendance for that day*

Again, we will clearly communicate snow day plans as winter weather arrives. Remember that the winter weather in Kansas City can be complicated, and we monitor winter weather closely. We do our best to provide notice to families as quickly as we can during these weather conditions.

For Pre-K we encourage teachers to put together a AMI Kit with the following items in a bag to be sent home with the student: **Packets/Kits will be ready for students by the end of September

- Crayons
- Paper
- Pencils
- Hands on learning activities
- Markers
- Scissors
- Play-doh
- Any other age appropriate and educational materials

Pre-K Links

- KCPL Kansas City Public Library
    - Educator Services Book Reservations (HOLDS)
    - Books to Go Monthly Delivery
- Reading A to Z (Clever)
- Classroom Management program
- Missouri Early Learning Standards
- Developmentally Appropriate Practice in Pre-K
- Desired Results Developmental Profile CA Dept. of Ed.
- Desired Results Developmental Profile info
- Desired Results Developmental Profile forms
- Missouri Child Care Licensing Regulations
- Missouri Teaching Standards and Scholarship funding
- MOPID registration
- My Learning Plan MLP